



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8140 E. Golflinks Road, Tucson, AZ 85730

Arizona Community Development Corporation

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Underperforming
2003-04	Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Randy Musgrove
 Schedule : 07:30 AM to 06:00 PM
 Grades : K-9
 Web Address : www.lpatucson.org
 Phone Number : (520) 733-7373
 Fax Number : (520) 733-7392
 E-mail : musgrover@qwest.net

Mission

La Paloma Academy is committed to providing the highest quality education where children can achieve their full academic potential. This is accomplished by individualized instruction, low teacher-student ratios and a highly qualified teaching staff. Our goal is to provide a safe, structured environment, which encourage the development of strong family values, where a child becomes not only a well-rounded scholastic student, but also a life-long responsible citizen.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teach core subjects: Math, Reading, Language Arts, Science, History, Health/PE, Music, Foreign Language, etc., as documented in the Arizona Academic Standards with excellence to achieve mastery. Our goal is to see 80% of our students pass AIMS.
- ü To teach character development and personal accountability that promotes positive peer relationships, strong family life and responsibility toward their community. To instill a love of learning allowing for diversity and creativity.
- ü To incorporate a service project for each classroom to encourage becoming a responsible community member. The classroom teachers will design and implement community project. Our goal is to observe the participation of at least 75% of the students.
- ü Encourage school community pride and positive peer relationships through family bonding, class bonding, and school bonding to the community. We strive for Cross-grade tutoring and mentoring, positive peer pressure and group bonding activities.

Enrollment

October 1, 2005 School Year Student Enrollment : 479
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 490

Instructional Programs

- ü Full Computer Lab
- ü After School Sports Programs
- ü On-site Special Education
- ü Full Athletic Program
- ü Free Before School Remedial Program
- ü Free After School Remedial Program
- ü Free Summer School

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/16/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

It is La Paloma Academy's responsibility to make available all policies, academic expectations, and calendars. Communication between home and school is the beginning of a true partnership. Each week both a class and schoolwide newsletter go home.

Parents

It is the responsibility of the parent/guardian to read and understand all policies and procedures and to communicate regularly with their child's teacher. Parents are ultimately responsible to see that their child is properly educated.

Transportation Policy

No transportation is available at this time.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor

Year

- ü New School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	111	80010	100	97	99	426	417	447	15	24	10	31	31	18	46	39	53	8	6	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	48	38935	100	98	99	419	423	447	17	21	9	33	29	19	50	44	55	NA	6	17
Male	21	63	40974	100	95	98	431	413	448	14	27	11	29	32	18	43	35	52	14	6	19
African American	NC	17	4201	NC	100	99	NC	397	430	NC	47	17	NC	18	23	NC	29	51	NC	6	9
Hispanic	10	40	34545	100	98	99	NA	409	432	NA	25	14	NA	43	24	NA	30	53	NA	3	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	24	51	35142	100	94	99	436	428	465	8	18	5	25	25	11	54	47	56	13	10	28
Students with Disabilities	NC	10	10161	NC	77	93	NC	NA	419	NC	NA	28	NC	NA	28	NC	NA	36	NC	NA	8
Students without Disabilities	35	101	69849	100	99	100	424	418	451	17	24	7	31	31	17	43	39	56	9	7	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	17	67	39029	100	96	98	420	414	432	12	27	14	53	33	25	29	34	52	6	6	9
Non-Economically Disadvantaged	22	44	40981	100	98	100	429	422	462	18	20	6	14	27	13	59	45	54	9	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	111	79438	100	97	98	439	426	451	8	19	9	41	35	24	51	44	56	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	48	38775	100	98	99	451	440	457	NA	6	7	33	33	22	67	58	58	NA	2	13
Male	21	63	40560	100	95	97	430	416	446	14	29	12	48	37	25	38	33	54	NA	2	9
African American	NC	17	4178	NC	100	98	NC	420	439	NC	29	13	NC	35	29	NC	29	52	NC	6	6
Hispanic	10	40	34297	100	98	98	NA	415	434	NA	20	14	NA	40	31	NA	40	50	NA	NA	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	24	51	34887	100	94	98	447	438	471	8	14	4	33	31	15	58	53	63	NA	2	18
Students with Disabilities	NC	10	9588	NC	77	88	NC	NA	416	NC	NA	30	NC	NA	32	NC	NA	34	NC	NA	5
Students without Disabilities	35	101	69850	100	99	100	440	428	456	9	19	7	37	33	23	54	47	59	NA	2	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	17	67	38685	100	96	97	433	423	435	12	25	14	47	31	32	41	40	50	NA	3	5
Non-Economically Disadvantaged	22	44	40753	100	98	99	444	432	467	5	9	5	36	41	16	59	50	62	NA	NA	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	39	111	79971	100	97	99	402	394	423	5	10	8	69	61	41	26	29	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	48	38974	100	98	99	421	423	437	NA	2	5	67	50	33	33	48	57	NA	NA	4
Male	21	63	40895	100	95	98	387	372	410	10	16	10	71	70	47	19	14	41	NA	NA	2
African American	NC	17	4203	NC	100	99	NC	359	411	NC	18	11	NC	65	45	NC	18	43	NC	NA	2
Hispanic	10	40	34481	100	98	99	NA	390	410	NA	15	10	NA	60	46	NA	25	43	NA	NA	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	24	51	35150	100	94	99	410	408	437	4	4	5	63	61	35	33	35	56	NA	NA	5
Students with Disabilities	NC	10	10258	NC	77	94	NC	NA	377	NC	NA	23	NC	NA	51	NC	NA	25	NC	NA	1
Students without Disabilities	35	101	69713	100	99	100	408	399	429	3	8	5	71	62	39	26	30	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	17	67	38994	100	96	98	390	390	409	6	10	10	76	60	47	18	30	41	NA	NA	1
Non-Economically Disadvantaged	22	44	40977	100	98	100	412	401	437	5	9	5	64	64	34	32	27	56	NA	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	102	80147	48	94	99	475	456	482	10	15	11	15	27	17	55	46	49	20	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	51	39281	59	98	99	NA	458	483	NA	10	9	NA	27	17	NA	57	50	NA	6	24
Male	10	50	40780	40	89	98	NA	454	482	NA	20	12	NA	28	17	NA	36	48	NA	16	24
African American	NC	19	4249	NC	90	99	NC	460	464	NC	21	17	NC	21	22	NC	42	48	NC	16	13
Hispanic	NC	42	33494	NC	100	99	NC	446	466	NC	17	15	NC	33	23	NC	43	49	NC	7	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	NC	37	36122	NC	90	99	NC	464	501	NC	11	5	NC	24	10	NC	54	50	NC	11	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	18	93	69852	47	97	100	484	460	488	6	12	7	11	28	16	61	47	51	22	13	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	11	29	38371	46	69	97	451	436	465	18	24	15	18	31	23	64	45	49	NA	NA	13
Non-Economically Disadvantaged	NC	73	41776	NC	100	100	NC	465	498	NC	11	6	NC	26	11	NC	47	49	NC	16	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	103	79686	48	95	98	458	449	470	10	12	11	35	46	24	50	40	57	5	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	52	39163	59	100	99	NA	461	475	NA	6	9	NA	37	22	NA	54	60	NA	4	10
Male	10	50	40438	40	89	97	NA	437	465	NA	18	13	NA	54	25	NA	26	54	NA	2	7
African American	NC	19	4228	NC	90	98	NC	438	458	NC	16	15	NC	53	28	NC	32	53	NC	NA	4
Hispanic	NC	42	33299	NC	100	98	NC	442	452	NC	17	17	NC	43	32	NC	38	47	NC	2	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	NC	38	35914	NC	93	98	NC	461	489	NC	5	5	NC	45	15	NC	47	67	NC	3	14
Students with Disabilities	NC	10	9808	NC	83	87	NC	NA	432	NC	NA	35	NC	NA	32	NC	NA	30	NC	NA	3
Students without Disabilities	18	93	69878	47	97	100	465	451	475	6	10	8	33	45	23	56	42	61	6	3	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	11	29	38095	46	69	97	444	431	452	9	24	17	45	48	32	45	28	48	NA	NA	3
Non-Economically Disadvantaged	NC	74	41591	NC	100	99	NC	456	486	NC	7	6	NC	45	16	NC	45	65	NC	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	103	80372	48	95	99	472	476	475	NA	2	4	25	31	30	75	67	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	10	51	39452	59	98	99	NA	485	488	NA	NA	3	NA	22	22	NA	78	72	NA	NA	3
Male	10	51	40836	40	91	98	NA	466	464	NA	4	6	NA	41	37	NA	55	56	NA	NA	1
African American	NC	19	4264	NC	90	99	NC	471	465	NC	NA	5	NC	37	35	NC	63	59	NC	NA	1
Hispanic	NC	42	33608	NC	100	99	NC	479	462	NC	NA	6	NC	36	36	NC	64	57	NC	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	NC	38	36213	NC	93	99	NC	473	489	NC	5	2	NC	26	22	NC	68	72	NC	NA	3
Students with Disabilities	NC	10	10526	NC	83	94	NC	NA	427	NC	NA	15	NC	NA	53	NC	NA	31	NC	NA	1
Students without Disabilities	18	93	69846	47	97	100	474	479	482	NA	1	3	22	29	26	78	70	69	NA	NA	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	11	29	38521	46	69	98	466	467	461	NA	NA	6	36	45	38	64	55	55	NA	NA	1
Non-Economically Disadvantaged	NC	74	41851	NC	100	100	NC	479	489	NC	3	3	NC	26	22	NC	72	72	NC	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	48	99	79306	98	97	99	480	482	504	21	18	13	29	30	20	44	44	49	6	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	52	38845	100	96	99	475	483	505	21	15	11	36	35	20	36	44	50	7	6	18
Male	20	47	40383	95	98	98	486	482	504	20	21	14	20	26	19	55	45	47	5	9	19
African American	NC	12	4171	NC	86	98	NC	461	485	NC	25	20	NC	50	26	NC	25	44	NC	NA	10
Hispanic	15	37	32673	94	97	99	479	470	487	27	24	18	20	38	25	47	32	46	7	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	26	47	36234	100	100	99	488	497	523	12	11	6	31	21	13	50	57	52	8	11	28
Students with Disabilities	NC	17	10286	NC	89	91	NC	454	462	NC	41	41	NC	41	27	NC	12	27	NC	6	5
Students without Disabilities	40	82	69020	100	99	100	483	488	510	18	13	9	30	28	18	48	51	52	5	7	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	20	33	37437	100	97	97	461	464	486	35	33	19	40	33	26	25	33	46	NA	NA	9
Non-Economically Disadvantaged	28	66	41869	97	97	100	493	491	521	11	11	7	21	29	14	57	50	51	11	11	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	96	79000	92	94	98	474	473	489	9	13	10	44	36	24	42	48	58	4	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	51	38774	96	94	99	468	472	494	4	6	7	56	43	22	37	49	61	4	2	10
Male	18	45	40150	86	94	98	483	474	485	17	20	12	28	29	25	50	47	55	6	4	8
African American	NC	12	4153	NC	86	98	NC	450	476	NC	8	13	NC	67	30	NC	25	53	NC	NA	4
Hispanic	15	37	32508	94	97	98	468	459	472	13	22	15	40	32	33	47	46	49	NA	NA	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	23	44	36135	88	94	98	483	491	508	9	7	4	35	30	14	48	57	67	9	7	15
Students with Disabilities	NC	14	9991	NC	74	88	NC	460	449	NC	36	33	NC	36	36	NC	21	29	NC	7	2
Students without Disabilities	40	82	69009	100	99	100	471	475	495	8	9	6	45	37	22	45	52	62	3	2	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	19	32	37234	95	94	97	447	449	472	16	25	15	63	47	33	21	28	50	NA	NA	3
Non-Economically Disadvantaged	26	64	41766	90	94	99	493	485	505	4	6	5	31	31	16	58	58	65	8	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	95	79611	92	93	99	496	485	496	2	6	7	51	48	37	47	45	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	27	51	39016	96	94	99	502	492	511	4	8	4	41	37	29	56	55	66	NA	NA	1
Male	18	44	40519	86	92	98	486	476	482	NA	5	10	67	61	44	33	34	46	NA	NA	0
African American	NC	12	4188	NC	86	98	NC	474	486	NC	8	9	NC	58	40	NC	33	50	NC	NA	0
Hispanic	15	36	32855	94	95	99	505	473	481	NA	11	10	47	44	43	53	44	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	23	44	36380	88	94	99	500	497	511	NA	2	4	52	48	30	48	50	65	NA	NA	1
Students with Disabilities	NC	13	10664	NC	68	94	NC	446	440	NC	23	23	NC	46	54	NC	31	22	NC	NA	1
Students without Disabilities	40	82	68947	100	99	100	501	491	504	NA	4	4	53	49	34	48	48	61	NA	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	19	31	37626	95	91	98	492	478	479	5	10	10	47	48	45	47	42	45	NA	NA	0
Non-Economically Disadvantaged	26	64	41985	90	94	100	499	488	511	NA	5	4	54	48	30	46	47	65	NA	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	135	79327	100	99	98	525	507	518	12	19	19	24	24	20	47	48	46	18	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	67	38961	100	99	98	536	513	520	14	16	16	14	21	20	45	49	48	27	13	16
Male	29	68	40295	100	100	97	516	501	516	10	21	21	31	28	19	48	47	44	10	4	16
African American	13	24	4247	100	100	98	515	509	499	23	25	27	15	25	24	46	38	41	15	13	8
Hispanic	13	40	32327	100	100	98	491	491	499	23	25	27	38	30	25	31	40	41	8	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	21	65	36373	100	98	98	542	514	538	NA	12	10	24	23	14	57	57	52	19	8	25
Students with Disabilities	NC	10	9321	NC	100	87	NC	NA	467	NC	NA	54	NC	NA	22	NC	NA	21	NC	NA	3
Students without Disabilities	47	125	70006	100	99	100	530	512	524	9	15	14	21	24	19	51	51	49	19	10	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	31	52	37097	100	100	97	521	510	498	13	19	27	23	21	25	48	50	41	16	10	7
Non-Economically Disadvantaged	20	83	42230	100	99	99	530	505	535	10	18	11	25	27	15	45	47	50	20	8	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	135	79501	100	99	98	502	485	497	10	10	10	14	31	25	71	56	60	6	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	67	39062	100	99	99	516	495	502	9	7	8	14	25	23	64	63	64	14	4	5
Male	29	68	40368	100	100	98	492	475	491	10	13	13	14	37	27	76	50	57	NA	NA	3
African American	13	24	4279	100	100	99	497	491	485	15	8	14	15	38	30	62	50	54	8	4	2
Hispanic	13	40	32389	100	100	98	473	468	478	23	20	16	31	38	34	38	40	48	8	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	21	65	36446	100	98	99	522	492	516	NA	5	4	5	28	15	90	66	73	5	2	7
Students with Disabilities	NC	10	9411	NC	100	88	NC	NA	453	NC	NA	36	NC	NA	36	NC	NA	26	NC	NA	1
Students without Disabilities	47	125	70090	100	99	100	507	489	502	6	7	7	13	30	24	74	60	65	6	2	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	31	52	37183	100	100	97	495	485	479	10	13	16	19	23	34	65	60	49	6	4	1
Non-Economically Disadvantaged	20	83	42318	100	99	99	513	485	513	10	8	5	5	36	17	80	54	70	5	1	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	51	136	80000	100	100	99	557	552	564	2	4	3	14	11	11	80	82	75	4	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	22	68	39288	100	100	99	578	572	579	NA	1	2	14	6	6	77	85	77	9	7	16
Male	29	68	40644	100	100	98	541	531	549	3	6	4	14	16	15	83	78	74	NA	NA	7
African American	13	24	4307	100	100	99	564	569	551	NA	NA	4	15	8	13	77	83	75	8	8	7
Hispanic	13	40	32672	100	100	99	525	545	548	8	5	4	31	13	14	62	83	76	NA	NA	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	21	66	36602	100	100	99	568	547	579	NA	5	2	5	12	7	90	79	75	5	5	16
Students with Disabilities	NC	10	9919	NC	100	93	NC	NA	505	NC	NA	9	NC	NA	35	NC	NA	54	NC	NA	2
Students without Disabilities	47	126	70081	100	100	100	559	554	571	2	4	2	11	8	7	83	84	79	4	4	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	31	52	37534	100	100	98	543	543	547	3	2	4	19	19	15	74	77	76	3	2	5
Non-Economically Disadvantaged	20	84	42466	100	100	100	578	557	578	NA	5	2	5	6	7	90	85	75	5	5	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	88	78546	93	99	97	516	516	543	29	30	15	27	19	18	39	47	52	5	5	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	18	38	38645	95	97	98	531	526	545	11	13	13	33	26	18	50	55	54	6	5	15
Male	23	50	39792	92	100	97	504	509	542	43	42	17	22	14	17	30	40	50	4	4	15
African American	NC	12	4205	NC	100	97	NC	494	524	NC	58	22	NC	8	22	NC	33	49	NC	NA	7
Hispanic	14	29	31177	100	100	97	502	514	524	29	24	22	43	28	23	29	45	48	NA	3	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	--	--	4689	--	--	95	--	--	515	--	--	28	--	--	25	--	--	43	--	--	4
White	23	45	36450	96	98	97	523	523	563	26	24	7	22	18	12	48	53	57	4	4	23
Students with Disabilities	NC	14	8093	NC	93	82	NC	479	489	NC	64	50	NC	14	24	NC	21	23	NC	NA	2
Students without Disabilities	36	74	70453	97	100	100	519	523	549	25	23	11	28	20	17	42	51	56	6	5	16
Limited English Proficient Students	--	--	9323	--	--	94	--	--	491	--	--	47	--	--	28	--	--	24	--	--	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	17	33	34694	89	100	96	506	508	524	41	39	23	24	15	23	35	45	48	NA	NA	7
Non-Economically Disadvantaged	24	55	43852	96	98	99	523	521	559	21	24	10	29	22	13	42	47	56	8	7	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	90	79045	98	100	98	497	489	512	2	13	10	44	39	25	53	48	58	NA	NA	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	39	38860	100	100	98	512	504	519	NA	8	7	21	26	22	79	67	62	NA	NA	8
Male	24	51	40075	96	100	97	485	478	505	4	18	12	63	49	28	33	33	54	NA	NA	6
African American	NC	13	4250	NC	100	98	NC	467	500	NC	54	12	NC	8	31	NC	38	54	NC	NA	3
Hispanic	14	29	31314	100	100	98	486	483	493	NA	7	16	64	59	34	36	34	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	--	--	4719	--	--	96	--	--	489	--	--	15	--	--	39	--	--	45	--	--	2
White	24	46	36730	100	100	98	505	499	532	NA	7	4	38	35	16	63	59	68	NA	NA	12
Students with Disabilities	NC	16	8552	NC	100	87	NC	449	463	NC	38	35	NC	50	40	NC	13	23	NC	NA	1
Students without Disabilities	36	74	70493	97	100	100	504	498	517	NA	8	7	42	36	24	58	55	62	NA	NA	8
Limited English Proficient Students	--	--	9355	--	--	95	--	--	456	--	--	37	--	--	48	--	--	15	--	--	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	18	34	34922	95	100	96	490	485	493	6	18	15	44	35	34	50	47	48	NA	NA	3
Non-Economically Disadvantaged	25	56	44123	100	100	99	502	492	527	NA	11	6	44	41	18	56	48	66	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	90	79657	100	100	99	557	545	566	2	6	3	9	14	8	89	80	87	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	39	39120	100	100	99	564	570	580	5	5	2	5	3	4	89	92	92	NA	NA	2
Male	25	51	40423	100	100	98	552	526	553	NA	6	5	12	24	12	88	71	83	NA	NA	1
African American	NC	14	4290	NC	100	99	NC	511	560	NC	14	4	NC	21	9	NC	64	86	NC	NA	1
Hispanic	14	29	31642	100	100	99	567	560	552	NA	NA	5	7	10	11	93	90	84	NA	NA	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	--	--	4760	--	--	97	--	--	547	--	--	5	--	--	14	--	--	81	--	--	0
White	24	45	36929	100	98	99	549	545	579	4	7	2	13	16	5	83	78	91	NA	NA	2
Students with Disabilities	NC	15	9069	NC	100	92	NC	484	508	NC	13	11	NC	33	30	NC	53	58	NC	NA	1
Students without Disabilities	37	75	70588	100	100	100	562	557	573	3	4	2	5	11	5	92	85	91	NA	NA	1
Limited English Proficient Students	--	--	9521	--	--	96	--	--	507	--	--	13	--	--	24	--	--	63	--	--	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	19	35	35341	100	100	97	540	535	551	5	6	5	21	23	12	74	71	83	NA	NA	0
Non-Economically Disadvantaged	25	55	44316	100	98	100	570	552	578	NA	5	2	NA	9	5	100	85	90	NA	NA	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	90	78400	98	96	97	514	513	554	51	49	21	20	21	19	27	29	47	2	1	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	42	38686	95	98	98	514	513	554	47	45	20	26	26	20	26	29	49	NA	NA	12
Male	30	48	39636	100	94	96	515	513	554	53	52	23	17	17	18	27	29	46	3	2	13
African American	NC	14	4193	NC	88	97	NC	504	533	NC	64	32	NC	14	23	NC	21	40	NC	NA	5
Hispanic	17	30	30732	100	100	97	515	510	534	41	43	31	24	30	24	35	27	40	NA	NA	5
Asian/Pacific Islander	--	--	1827	--	--	99	--	--	594	--	--	8	--	--	12	--	--	49	--	--	31
American Indian/Alaskan Native	--	NC	4536	--	NC	95	--	NC	528	--	NC	35	--	NC	25	--	NC	37	--	NC	4
White	23	45	37038	96	96	97	520	517	575	52	47	11	17	18	14	26	33	56	4	2	19
Students with Disabilities	NC	12	7840	NC	92	81	NC	484	498	NC	92	60	NC	NA	18	NC	8	20	NC	NA	2
Students without Disabilities	43	78	70560	100	96	99	519	517	560	44	42	17	23	24	19	30	32	50	2	1	14
Limited English Proficient Students	--	--	8956	--	--	95	--	--	502	--	--	56	--	--	25	--	--	18	--	--	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	25	36	33014	100	95	95	508	511	534	56	50	31	20	25	24	24	25	40	NA	NA	5
Non-Economically Disadvantaged	24	54	45386	96	96	99	521	513	569	46	48	15	21	19	15	29	31	52	4	2	18

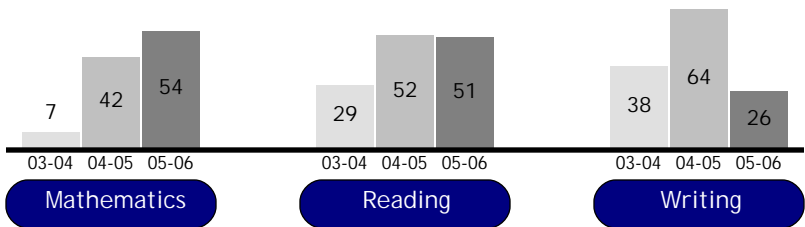
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	49	90	79179	98	96	98	499	492	519	12	23	11	39	31	27	49	46	58	NA	NA	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	42	38974	95	98	99	500	493	524	16	26	8	42	31	25	42	43	61	NA	NA	5
Male	30	48	40124	100	94	97	498	492	513	10	21	13	37	31	28	53	48	54	NA	NA	4
African American	NC	14	4243	NC	88	98	NC	484	506	NC	14	14	NC	50	32	NC	36	51	NC	NA	3
Hispanic	17	30	30987	100	100	98	501	495	498	18	23	17	24	23	36	59	53	45	NA	NA	1
Asian/Pacific Islander	--	--	1832	--	--	99	--	--	543	--	--	4	--	--	17	--	--	69	--	--	10
American Indian/Alaskan Native	--	NC	4573	--	NC	96	--	NC	494	--	NC	16	--	NC	41	--	NC	42	--	NC	1
White	23	45	37467	96	96	98	505	494	539	9	24	5	43	31	17	48	44	70	NA	NA	8
Students with Disabilities	NC	12	8567	NC	92	88	NC	465	467	NC	42	39	NC	42	38	NC	17	22	NC	NA	1
Students without Disabilities	43	78	70612	100	96	99	504	496	524	9	21	7	37	29	25	53	50	62	NA	NA	5
Limited English Proficient Students	--	--	9013	--	--	95	--	--	461	--	--	40	--	--	48	--	--	12	--	--	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	25	36	33345	100	95	96	489	492	499	16	17	17	36	33	36	48	50	46	NA	NA	1
Non-Economically Disadvantaged	24	54	45834	96	96	99	509	493	533	8	28	7	42	30	19	50	43	67	NA	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	50	91	79734	100	97	99	549	537	554	NA	2	3	22	26	19	78	71	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	43	39243	100	100	99	560	551	568	NA	NA	2	5	16	12	95	84	85	NA	NA	1
Male	30	48	40413	100	94	98	542	524	541	NA	4	4	33	35	26	67	60	70	NA	NA	0
African American	NC	14	4285	NC	88	99	NC	530	548	NC	NA	3	NC	50	22	NC	50	74	NC	NA	0
Hispanic	17	30	31254	100	100	99	557	546	539	NA	NA	5	6	20	25	94	80	70	NA	NA	0
Asian/Pacific Islander	--	--	1837	--	--	99	--	--	579	--	--	1	--	--	9	--	--	87	--	--	2
American Indian/Alaskan Native	--	NC	4613	--	NC	97	--	NC	535	--	NC	4	--	NC	29	--	NC	67	--	NC	0
White	24	46	37668	100	98	99	555	534	569	NA	4	1	17	22	13	83	74	85	NA	NA	1
Students with Disabilities	NC	13	8943	NC	100	92	NC	520	495	NC	8	11	NC	23	51	NC	69	38	NC	NA	1
Students without Disabilities	43	78	70791	100	96	100	549	540	561	NA	1	2	26	27	15	74	72	83	NA	NA	0
Limited English Proficient Students	--	--	9138	--	--	97	--	--	492	--	--	13	--	--	46	--	--	40	--	--	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	25	36	33718	100	95	97	544	544	538	NA	NA	5	28	28	26	72	72	69	NA	NA	0
Non-Economically Disadvantaged	25	55	46016	100	98	100	554	532	567	NA	4	2	16	25	14	84	71	84	NA	NA	1

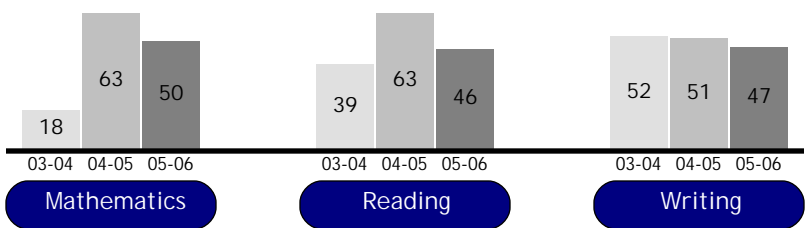
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

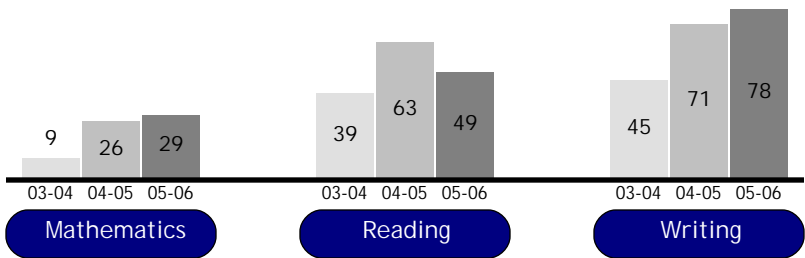
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	98	54	47	47	100	41	50	46
	Language	--	--	28	50	98	60	51	47	100	44	52	48
	Mathematics	--	--	49	64	98	65	58	50	100	56	65	52
3	Reading	--	--	NA	55	97	38	36	44	100	43	35	46
	Language	--	--	55	61	97	39	36	44	100	46	37	46
	Mathematics	--	--	56	61	97	40	37	51	100	35	30	52
4	Reading	--	--	NA	56	100	37	40	48	48	44	35	52
	Language	--	--	41	52	100	41	45	49	48	44	39	52
	Mathematics	--	--	50	61	100	43	46	53	48	43	39	58
5	Reading	--	--	NA	55	100	47	40	50	92	43	44	56
	Language	--	--	33	49	100	47	42	50	92	44	46	54
	Mathematics	--	--	48	63	100	46	41	49	98	37	37	52
6	Reading	--	--	NA	56	100	44	46	51	100	59	46	56
	Language	--	--	34	48	100	41	45	47	100	61	44	50
	Mathematics	--	--	51	66	100	45	47	52	100	67	50	58
7	Reading	--	--	NA	54	94	48	46	50	100	41	37	54
	Language	--	--	30	58	94	50	52	52	100	46	50	58
	Mathematics	--	--	48	62	96	37	40	50	95	43	41	54
8	Reading	--	--	NA	55	95	52	51	51	98	44	41	58
	Language	--	--	33	52	95	51	51	50	100	39	34	56
	Mathematics	--	--	53	61	95	38	42	53	98	35	35	58
9	Reading	--	--	--	42	--	--	--	51	89	50	50	52
	Language	--	--	--	42	--	--	--	50	89	46	46	50
	Mathematics	--	--	--	63	--	--	--	50	89	32	32	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

3 School Administrator(s)
1 Non-certified Employee(s)
23 Teacher(s)
23 Parent(s)
0 Community Member(s)
23 Student(s)

Council Duties

Ü Coordinate Parent Participation
Ü Fundraising
Ü Community Projects
Ü Events
Ü Award Nominations and Selection
Ü Homeroom Coordinator

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator	3.00	Teacher	31.00
Other Professional Staff	4.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	12	4	0	1
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	32
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Gymnasium, Swimming Pool
Ü Outdoor Volleyball and Basketball Courts
Ü Computer Lab/Library

Extracurricular Activities

Ü Student Council
Ü Boys and Girls Basketball
Ü Girls Volleyball/Cheerleading
Ü Boys Flag Football
Ü Girls Softball
Ü Boys and Girls Soccer
Ü Swim Team

Social Services

Ü Family Values Parenting Classes
Ü Counseling Services
Ü Citizenship Classes
Ü Recreational Activities
Ü Young Life Partnership

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Athletic Achievements
Won the boys basketball league while going undefeated
- ü Monthly Character Counts student awards. Awarding students from all grades who demonstrate excellent character counts traits
- ü Student council and Student Academic Awards, awarding students who participated in serving and representing their student body
- ü Community Awards
Awarding classes who successfully completed community projects that promoted La Paloma's commitment back to its community

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	81	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We feel it is important to develop a partnership between parents, teachers, and administration. We have worked with parents to adopt a discipline strategy for all grades, which includes a no tolerance plan for bullying, and increased school monitors.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Raena Janes	(520) 733-7373
Transportation Policy		
Community Resources	Andrea Smith	(520) 721-4205
School Nutrition Programs	Craig Janes	(520) 721-4205
Parent Organization	Irma Gonzalez	(520) 861-2699
Student Health/Nurse	Anissa Majuta	(520) 733-7373

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.